Altoona School

2021-22 Schoolwide Improvement Plan

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Altoona School

42630 STATE ROAD 19, Altoona, FL 32702

http://altoonaschool.org

Demographics

Principal: Dawn Cerney

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (47%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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42630 STATE ROAD 19, Altoona, FL 32702

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	16%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Altoona School mission is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and the school's educational goals. Each student will be treated individually, given the tools to be a lifelong learner, and be taught to function as a member of a group and as a productive member of society.

Provide the school's vision statement.

It is the vision of Altoona School to help students master academic skills, to educate them to the greatest extent possible so that they become active learners, and to teach them to be responsible citizens.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Schmidt, Walter	Principal	Administration of the school, educationally and financially
Cerney, Dawn	Assistant Principal	Administration of the school, educationally and financially
Donohue, Jennie	Instructional Coach	Helps identify trends in school data, works with teachers and administration to identify student strengths and areas of need, works with teachers and administration with curriculum mapping and planning
Tabb, Nikki	Teacher, ESE	ESE School Specialist- Coordinates the referral, staffing, placement and re-evaluation process for exceptional student education
Lovoy, Elizabeth	Teacher, K-12	Provides professional instruction and teaching to a diverse population of students as appropriate to the specified academic level
Nelson, Beth	SAC Member	Governing Board Member

Demographic Information

Principal start date
Monday 7/1/2013, Dawn Cerney

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

285

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	45	53	40	34	38	0	0	0	0	0	0	0	265
Attendance below 90 percent	13	8	11	9	6	4	0	0	0	0	0	0	0	51
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	2	3	3	0	0	4	0	0	0	0	0	0	0	12
Course failure in Math	2	3	1	0	0	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	7	3	11	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	1	1	5	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	5	4	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/1/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	53	51	42	46	37	0	0	0	0	0	0	0	282
Attendance below 90 percent	11	7	6	6	4	0	0	0	0	0	0	0	0	34
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	3	1	2	0	4	0	0	0	0	0	0	0	0	10
Course failure in Math	1	2	2	0	4	5	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	0	1	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	6	0	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	53	51	42	46	37	0	0	0	0	0	0	0	282
Attendance below 90 percent	11	7	6	6	4	0	0	0	0	0	0	0	0	34
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	3	1	2	0	4	0	0	0	0	0	0	0	0	10
Course failure in Math	1	2	2	0	4	5	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	0	1	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	6	0	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	58%	57%	53%	59%	56%
ELA Learning Gains				47%	57%	58%	51%	54%	55%
ELA Lowest 25th Percentile				45%	49%	53%	55%	46%	48%
Math Achievement				45%	60%	63%	54%	63%	62%
Math Learning Gains				57%	56%	62%	48%	54%	59%
Math Lowest 25th Percentile				21%	39%	51%	40%	41%	47%
Science Achievement				43%	54%	53%	31%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	60%	3%	58%	5%
Cohort Comparison						
04	2021					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		-63%				
05	2021					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	62%	-21%	62%	-21%
Cohort Comparison						
04	2021					
	2019	48%	61%	-13%	64%	-16%
Cohort Comparison		-41%				
05	2021					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	56%	-12%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading
iReady Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39			50							
HSP	45			64							
WHT	59	48		73	87		63				
FRL	45	48		62	81		55				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	32	36	24	35	8	15				
HSP	60			50							
WHT	55	46	50	44	54	24	45				
FRL	46	40	41	34	47	18	34				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	35	43	26	32	25	8				
WHT	55	51	53	55	49	39	29				
FRL	52	50	53	52	52	39	33				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Areas that emerged across grad levels, subgroups and core content areas are as follows:
There was a gradual growth in all math areas per iReady data for the 20-21 school year. This growth was confirmed by the 2021 state assessment. Based off of 2021 state assessment results and work samples taken during the 2020-2021 year, there is a need for improvement in ELA writing. There was consistent growth in Phonological Awareness, Phonics, & High-Frequency Words based on iReady results for grads K-2. End of the year iready diagnostic and state assessment scores (3-5) showed the need for improvement in the areas of comprehension of informational text and vocabulary.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments and progress monitoring Altoona School showed a need for improvement in Math.
Based on the 2021 PM and 2021 state assessment scores our greatest area for improvement is ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to the need for improvement in ELA were as follows: student attendance, classroom rigor, and the need for additional teacher development. The actions that needed to be taken were implement an attendance monitoring program, increase classroom rigor, collaborative planning meetings with accountable talk and dedicated data analysis meetings.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessment we showed the greatest improvement in the area of Science.
Based on the 2021 progress monitoring and state assessment scores Altoona School showed the most improvement in the area of math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that contributed to the improvements for 2019 in Science included a new science curriculum, schoolwide science nights, additional Science readers in every classroom and additional science supplemental materials in grade 5.
Factors that contributed to the improvements for 2021 in Math included summer writing days focused on Math curriculum mapping, K-5 mandatory intervention block focused on unfinished learning (math

skills) from the 19-20 school year, increased use of iReady Math, monthly Math growth monitoring, collaborative planning meetings with accountable talk and dedicated data analysis meetings.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning we will need to continue to have a defined intervention block, continue to monitor student data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided at the school to support teachers and leaders -.iReady PD for student data analysis and incorporating iReady resources for more rigorous ELA instruction
-PD focusing on strategies for ELA instruction
-Summer writing designated to understanding new BEST Standards and Reading curriculum
-Summer writing designated to ELA curriculum pacing/mapping
-PD provided to TA in supporting teachers effectively during reading block including small group support
-PD provided to teachers and TA in the area of supporting students with disabilities and MTSS.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond:
- mandatory intervention block with 50% focus on Math and 50% focus on ELA
- continued collaborative planning meetings with accountable talk
- data analysis meetings
- PD on implementation of the BEST Standards
- PD in the area of ELA instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Teachers will intentionally plan and focus on student learning by providing rigorous and relevant tasks aligned to grade level standards. In addition to topic assessments, students will complete a standards aligned task to demonstrate their understanding of the topic. If we monitor and support student learning of standards and provide common planning for task analysis then teachers will intentionally plan and provide lessons aligned to the standards. Teachers will understand and utilize modeling, guided instruction, collaborative and independent learning with high expectations for all students. This area of focus supports our goal on increasing achievement in ELA. Based on 2021 FSA scores, 45% percent of our 3rd graders scored below level 3 and 39% of our 4th graders scored below level 3. Based on our 2021-2022 beginning of the year progress monitoring data, 24% of students in grades K-3 are off track in ELA.
Measurable Outcome:	The percentage of 5th grade students scoring level 3 or higher on the 2022 FSA will improve from 47% to 50% The percentage of students in grades K-3 who are off track based on reading progress monitoring (iReady) will decrease from 24% to 21%.
Monitoring:	Classroom walkthroughs will demonstrate the teacher's ability to provide appropriate and effective lessons to help student improve achievement. iReady diagnostic results will show how students are progressing towards the goal and to see if modifications need to be made to instruction or instructional materials. MyView Benchmark Assessments will show how students are progressing towards the goal and to see if modifications need to be made to instruction or instructional materials.
Person responsible for monitoring outcome:	Jennie Donohue (donohuej@altoonaschool.org)
Evidence-based Strategy:	Create a common planning schedule for all grade levels to intentionally plan with support from leadership including academic coach and administrators. to focus on the following strategies: Using individual diagnostic assessments to determine appropriate reading levels and instructional priorities, instruction designed around engaging topics and materials that are relevant to learners' needs, direct and explicit instruction with a gradual release of responsibility to learners, and formative assessment: continuous monitoring by teachers and learners to gauge instructional effectiveness.
Rationale for Evidence-based Strategy:	By creating common planning times, teachers will be able to collaboratively plan and create grade level assignments, solid instruction and high expectations. Students will have daily opportunities to demonstrate their understanding of standards through assignments, assessments or task related activities. Teachers will use a variety of strategies including modeling, guided instruction, collaborative and independent learning. This will be evident through student data and classroom walk throughs.

Action Steps to Implement

1. Monthly data analysis of student achievement in ELA
2. Professional Development for effective teaching strategies in ELA
3. Create common planning schedule
4. Conduct weekly classroom walk throughs
5. Intervention Team will push in and support teachers and students across the grade levels and curriculum

Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	With expectations set high, we will create a culture that promotes a safe and equitable learning environment for all students. Through instruction and implementation of the Sanford Harmony Social-Emotional Learning Program and through monitoring attendance we will foster a safe and equitable learning environment for all students with a focus on regular school attendance.
Measurable Outcome:	Maintain positive student behaviors through classroom standard operating procedures and continued trust in law enforcement through positive interaction with the school guardian. We will increase individual recognition for positive attendance to help reduce the number of students meeting the EWS indicator for attendance below 90%.
Monitoring:	Monitoring attendance weekly by running attendance reports from Skyward. Students with absences greater than 10% will be monitored and parental contact made to see how the school can support the family to help improve attendance.
Person responsible for monitoring outcome:	Dawn Cerney (cerneydawn@altoonaschool.org)
Evidence-based Strategy:	We will utilize the Sanford Harmony Social Emotional Learning Program which includes a variety of problem-solving skills and implement an attendance mentoring program.
Rationale for Evidence-based Strategy:	The Sanford Harmony Social Emotional Learning Program teaches students to build healthy relationships, work through disagreements and embrace diversity that can last into adulthood. We will continue to identify positive behavior and attendance expectations and provide incentives when expectations are met. Support will be in place including mentoring and counseling (ie school guardian, on site counselors, Mental Health Liaison).

Action Steps to Implement

1. Utilize lesson plans for Sanford Harmony Social Emotional Learning Program
2. Identify students and create a schedule for monthly mentoring program
3. Meet regularly to disaggregate and measure the impact of utilized resources

Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Teachers will understand, plan and use intervention and enrichment activities to meet the needs of all students in all content areas. If we monitor and support intervention and enrichment strategies, then we will meet the needs of all students across each content area. Based on FSA scores, this area of focus was identified as a need to increase overall achievement in the areas of ELA, math and science. This will have an impact on student learning and success by meeting the needs of students through differentiation and strategic intervention and enrichment.
Measurable Outcome:	Increase overall achievement in ELA, math and science for all students, including those in the lower quartile as evidenced on the FSA; increase support for both teachers and students as evidenced by increases in student data and classroom walk throughs; increase the number of level 3's and 4's on FSA by continued use of effective strategies and support.
Monitoring:	Classroom walkthroughs will demonstrate the teacher's ability to provide appropriate and effective lessons to help student improve achievement. iReady diagnostic results will show how students are progressing towards the goal and to see if modifications need to be made to instruction or instructional materials. MyView Benchmark Assessments will show how students are progressing towards the goal and to see if modifications need to be made to instruction or instructional materials. Monthly grade level data meetings will allow teachers and administrative teams to breakdown student data to see how students are progressing towards the goal and to see if modifications need to be made to instruction or instructional materials.
Person responsible for monitoring outcome:	Jennie Donohue (donohuej@altoonaschool.org)
Evidence-based Strategy:	We will create and establish a schedule for the intervention team to push-in to classrooms to assist teachers and students in all grade levels. Create and establish intervention times in the master schedule for all students in all grades.
Rationale for Evidence-based Strategy:	By having specific time scheduled throughout the day for intervention and enrichment, students and teachers will get additional support in all grade levels. Administration will conduct weekly classroom walk throughs to measure the impact of the intervention/enrichment time. The intervention team will meet to discuss data and summative/formative student assessments.

Action Steps to Implement

1. Hire qualified personnel for the intervention team
2. Create intervention/enrichment time in the master schedule
3. Conduct weekly classroom walk throughs
4. Meet regularly to disaggregate data and identify students in need

Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Altoona School had no data that needed to be reported to the website. Altoona School compares favorably to the other schools in the district and state in regard to discipline data. The small school size, and emphasis on community have been an advantage in regard to discipline. Altoona will continue the practices that have allowed discipline data to be favorable. Regardless, Altoona School will continue to monitor behavioral trends and report data as needed. School culture will continue to evolve, but as pertaining to discipline, the habits of investing in only positive student/staff relations, counseling services, and continuing education in student behavior and responses to trauma, will remain primary components for our successful school-wide student behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Parent and community involvement is vital to Altoona School. These two groups serve as important school stakeholders. Some of our community partners include: Umatilla Kiwanis Club, First Baptist Church of Umatilla, United Methodist Church of Altoona, First Baptist Altoona, Astor Kiwanis, Christian Sisterhood Fellowship, Altoona Trail Riders, United Southern Bank, Sunsational Citrus, and TheCross Mount Dora. Many of these organizations give supplies, donations to our clothes closet, financial support, and serve as volunteers for special events held at school.

In our efforts to give back to the community we have several community service projects planned. Some of these projects include: canned food drive for local food banks, letters to our military personnel, winter coat drive for the homeless, hygiene drive for the homeless, and campus clean up days.

Our main building is available for community members to use at no charge to host meeting or special events. Many local organizations use the building on a regular basis to accommodate their meeting needs.

Although we have a small ELL population, we strive to eliminate as many barriers as possible. All notices are sent home in the student's native language as indicated on the

Home Language Survey. When necessary, a translator is made available for phone calls, messages and meetings. All students identified as ELL are provided additional resources such as (but not limited to) access to Rosetta Stone, Word to Word Dictionaries and Academic Glossaries. All materials are inventoried and monitored by our ELL Coordinator.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have a very active Parent Teacher Organization (PTO) which meets monthly to plan, organize and host events for families.
Our Charter Board is comprised of parents and community members. Our board meets regularly to discuss the business of the school and future plans.
Our teachers and staff are important stakeholders at Altoona School. They play a vital role in the daily educational success of our students,
All of these stakeholders help build relationships between the school and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00